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**2003-2004 *No Child Left Behind—Blue Ribbon Schools Program***

**Cover Sheet**

Name of Principal: Mrs. Priscilla Vimislik

Official School Name: Haddonfield Memorial High School

School Mailing Address: 401 Kings Highway East

Haddonfield

NJ

08033-1297

City

State

Zip Code+4

Tel. ( 856 ) 429-3960

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E-mail pvimili@haddonfield.k12.nj.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Dr. Barry Ersek

District Name Haddonfield Public Schools

Tel. ( 856-429-4130)

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President: Mrs. Patricia Haines

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

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## **PART I - ELIGIBILITY CERTIFICATION**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

**All data are the most recent year available.**

1.	Number of schools in the district: <u>5</u>	<u>3</u>	Elementary schools
		<u>1</u>	Middle schools
		<u>0</u>	Junior high schools
		<u>1</u>	High schools
			Other (Briefly explain)
		<u>5</u>	TOTAL

- ☐ Urban or large central city  
☐ Suburban school with characteristics typical of an urban area  
☒ Suburban  
☐ Small city or town in a rural area  
☐ Rural

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K					7			
1					8			
2					9	110	86	196
3					10	105	104	209
4					11	85	95	180
5					12	89	102	191
6					Other			
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					776

6. Racial/ethnic composition of the students in the school:
- 97% White  
 1.3% Black or African American  
 .03% Hispanic or Latino  
 1.4% Asian/Pacific Islander  
 % American Indian/Alaskan Native  
**100% Total**

7. Student turnover, or mobility rate, during the past year: .9%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	3
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	4
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	7
(4)	Total number of students in the school as of October 1	776
(5)	Subtotal in row (3) divided by total in row (4)	.009
(6)	Amount in row (5) multiplied by 100	0.90

8. Limited English Proficient students in the school: .005%  
 4 Total Number Limited English Proficient

Number of languages represented: 2

Specify languages: Chinese and Korean

9. Students eligible for free/reduced-priced meals: 1%

8 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 11%  
 86 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

1 Autism	0 Orthopedic Impairment
0 Deafness	15 Other Health Impaired
0 Deaf-Blindness	52 Specific Learning Disability
1 Hearing Impairment	1 Speech or Language Impairment
15 Mental Retardation	0 Traumatic Brain Injury
0 Multiple Disabilities	1 Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<b>Number of Staff</b>	
	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	3	
Classroom teachers	51	4
Special resource teachers/specialists	7	
Paraprofessionals		1
Support staff	19	2
Total number	80	7

12. Average school student-“classroom teacher” ratio: 1 to 22
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002- 2003	2001- 2002	2000- 2001	1999- 2000	1998- 1999
Daily student attendance	<u>96</u>	<u>96.3</u>	<u>97.1</u>	<u>95.1</u>	<u>96</u>
Daily teacher attendance	<u>93.7*</u>	<u>97.5</u>	<u>94.8</u>	<u>95.1</u>	<u>96</u>
Teacher turnover rate**	<u>51/11</u>	<u>54.3/0</u>	<u>53/4</u>	<u>47.3/4</u>	<u>46/2</u>
Student dropout rate	<u>0</u>	<u>0.3</u>	<u>0.2</u>	<u>0</u>	<u>0.2</u>
Student drop-off rate	1	1.2	2.2	2	1.2

\*Due to long term illness the daily teacher attendance rate for 2002-03 is lower than the norm.

\*\*First number indicates the number of classroom teachers and the second number indicates the number who left during the school year.

For the 2002-03 school year a large number of teachers opted for the retirement package offered by the district.

14. (**High Schools Only**) Show what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	183
Enrolled in a 4-year college or university	92%
Enrolled in a community college	6%
Enrolled in vocational training	1%
Found employment	0 %
Military service	0 %
Other (travel, staying home, etc.)	1%
Unknown	0%
<b>Total</b>	<b>100 %</b>

## PART III - SUMMARY

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Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement.

The mission of the Haddonfield Public Schools, working in partnership with families and community, is to develop the unique potential of each individual by creating a challenging and diverse learning climate that promotes the development of the whole student and prepares its students with the knowledge and skills to meet life's challenges and enrich their community. In striving to attain this mission, Haddonfield Memorial High School, located in a small colonial town in southern New Jersey, has established a tradition of excellence that dates from 1809. The tradition rests upon a shared commitment of parents, students, and faculty to academic and personal growth. Our students strive for excellence in a rigorous college preparatory program. More than 98% of our students continued their education at the post secondary level in 2002-2003. In 2003 we had 169 students who wrote a total of 222 AP exams. In September 2002 *New Jersey Monthly* ranked Haddonfield High School as the ninth best high school in the state out of 307 college preparatory and comprehensive high schools while *Philadelphia Magazine* has cited us as one of the finest schools in our region on seven different occasions.

The academic success of our students, our concern for the needs of the individual learner, and the sense of community established at HMHS, make for a unique high school experience. Our small size, averaging 760 students, makes it possible for us to not only know, but to meet the needs of our students. Our faculty is available before school and after school to give that extra time and attention that makes a big difference in the lives of teenagers. Our counselors meet with students several times a year, providing in-depth parent and student meetings on scheduling, transition to high school, and financial aid. The Counseling Department sponsors a college night with representation from many colleges/ universities, and provide extensive assistance to our juniors and seniors as they pursue the college application process. Individual attention is a hallmark of our school.

The high school experience is enriched by the opportunity for service to others. On Martin Luther King Day, when all schools have a day off from school, we have a "day on." This year, two hundred students volunteered at soup kitchens, animal shelters, made food for local shelters, and visited the elderly. Every February, we sponsor an all night volleyball marathon that raises over \$20,000 to aid children in third world countries who have cleft palate inflections. Our Interact Club tutors elementary children in neighboring Camden and works with students in Philadelphia. Community projects, peer leadership programs, student mentors, peer partners and peer tutoring involve students directly in the process of building a supportive community of learners. Sophomore and junior students participate in leadership training activities to prepare them to facilitate our extensive, semester-long freshman orientation program, involving student led discussion groups.

HMHS has a rich, diverse set of one hundred thirty curricular offerings, twenty-three athletic programs with fifty-three teams, and some twenty-five different clubs and activities. Eighty percent of our students participate in interscholastic athletics, thirty-five percent take part in music and drama, while seventy-five percent are involved in co-curricular activities. Students have the opportunity to have a strong voice in the school by serving on the Principal's Advisory Committee, as representatives to the Board of Education and through student government programs. Students are encouraged to develop their individual talents, to achieve academically, and to work collaboratively and this has created a positive peer culture supported by a caring and involved faculty.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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1. Describe in one page the meaning of the school's assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them.

For the first three years of the assessment period outlined, the state assessment was the High School Proficiency Test (HSPT). The instrument measured students strictly on a pass/fail basis. Scores ranged from 100 to 500 with 300 set as the "proficient" cut off score. Students were required to achieve a level of "proficient" in reading, writing, and mathematics in order to be eligible to graduate from high school. The test was first administered in October of junior year and then again in April of junior year and October of senior year (for those who were unable to achieve at the level of proficiency on any or all of the assessed subject areas). A Special Review Assessment (SRA) was required for any student unable to achieve a proficient score on any or all of the subject area tests after three attempts. HMHS student achievement on the High School Proficiency Test during the reporting period far exceeded statewide performance with at least 97% of the students tested achieving proficiency in all three areas. When HMHS was compared to schools of similar socioeconomic background, student performance remained among the highest in the state. In 1999, for example, the high school achieved the highest percent proficient in reading, second highest in mathematics, and eighth highest in writing when compared with schools of similar socioeconomic background.

This state assessment was renamed the High School Proficiency Assessment (HSPA) in April of 2002. This assessment revised the number of subject areas assessed to two (language arts literacy and mathematics) while increasing the number of proficiency levels to three. Scores now range from 100 to 300 with 200 being the minimum for a "proficient" rating and 250 for an "advanced proficient" rating. A score below 200 would be classified as "partially proficient" and any student falling into this category would be required to take the assessment again in the spring. These changes were made in order to align the HSPA with the previously phased in state assessments at the elementary (ESPA) and middle (GEPA) levels as well as the Core Curriculum Content Standards. The advantage of these additional proficiency levels, especially at the lower grades, is to identify at-risk students and provide the necessary assistance to help them achieve the necessary proficiency.

While the HSPA set higher performance standards than its predecessor, HMHS students continued to perform exceedingly well. In Mathematics, 97.1 % of the students achieved proficient or advanced proficient status in 2002 and 98.5% in 2003. In Language Arts Literacy, 98.1 % achieved proficient or advanced proficient status on the 2002 test. The number climbed to 99.5% in 2003. Our special education students also performed exceedingly well. In 2002, 60% of our special education students achieved proficient or advanced proficient status in Mathematics and this number rose to 70% in 2003. In Language Arts Literacy, 80 % of our special education students achieved proficient or advanced proficient status on the 2002 test and 84.3% in 2003. When the mean scale scores of HMHS students are compared statewide with students of similar socio-economic background, HMHS scored some four to seven points higher in both language arts and mathematics in both 2002 and 2003.

2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

Various assessment instruments are used to understand and improve student performance. Standardized tests such as SATI, AP exams, Writing Assessment Program essays (WrAP), and ERB tests, are analyzed to track student achievement longitudinally, identify performance trends, monitor progress from cohort to cohort, and use data to modify instruction. We conduct annual alumni surveys for feedback regarding satisfaction with high school preparation. This feedback assists faculty in making program adjustments to better prepare students for post secondary life.

Data on essay writing (WrAP) is used to set achievement targets in grades nine and ten. Social Studies and English departments collaborate on a series of eight core interdisciplinary essays. Evaluating with a common rubric, the faculty reaches agreement about quality work, finds appropriate exemplars, and develops a common language to improve feedback to students. Data from these formative assessments are used to adjust instruction for the purpose of improving performance. At grade level and cross grade level meetings, summative data from the WrAP essay are examined for individual student progress, achievement by cohort, and individual teacher results. Scale scores indicate that our students outperform suburban and independent school students at every percentile level. To extend these efforts, we have disaggregated the performance data of our special needs students, identified performance goals for the sub group, introduced assistive technology interventions, provided appropriate staff development, and achieved target performance for some two-thirds of the disabled students.

Data driven efforts to promote student performance include the integration of performance tasks throughout the curriculum. Under the guidance of assessment expert, Grant Wiggins, high school staff developed rigorous authentic tasks that demanded students perform with knowledge. They field-tested the designs, revised the tasks, and implemented the assessments. The faculty collected baseline data on performance and set achievement targets for each task. Teachers analyzed the performance on tasks, and made adjustments in instruction to improve achievement. Achievement targets were met on nearly all tasks.

While the state requires annual evaluation of teachers, the staff engages in several additional experiences in which they give and get feedback on their instructional performance. This includes collegial observations, mentoring, and participation in professional development, which utilize teacher observation and feedback for the improvement of instruction.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

Student performance data is widely communicated to parents, students and the community. Every major standardized test is returned directly to parents with individual score reports and explanations. Similarly, the data from each standardized test is presented in disaggregated form at Board of Education meetings, in the local newspaper, and is posted on the district website. Every effort is made to compare performance by cohort, over time, and with the mean scores of state, suburban, independent and schools of similar economic means. A cumulative report, the NJ State Report Card, is disseminated by the state and makes available HSPA, SAT, and AP results. The Report Card is printed in two major daily newspapers, summarized in the local town newspaper, and posted on our website. High school guidance takes particular care to explain to students and parents the role of PSAT and SAT testing both before and after test administration.

Student performance is communicated through school report cards, mid-marking period progress reports, and bi-weekly progress reports for students whose parents request the service. Many teachers maintain an “open” grade book allowing students access to their cumulative performance throughout the marking period. At “Back to School Night”, parents are provided with multiple ways to reach faculty including contact information by both phone and email. Teacher-counselor-parent communication is exceedingly open and parents express high satisfaction with access to counselors and the teaching staff.

4. Describe in one-half page how the school will share its successes with other schools.

We are fortunate to have in place strong county organizations for the sharing of information. Our superintendent is an active member of the Camden County Superintendents’ Roundtable as well as the University of Pennsylvania School Study Council. Our assistant superintendent participates in the Assistant Superintendents’ county meetings, and our principal is a member of the Camden County Principals and Supervisors Association. These organizations serve as a strong support network for disseminating newsworthy programs and the individuals involved are always more than willing to share

successes with each other. Additionally, our principal and assistant superintendent are involved in the Principals' Center for the Garden State. This organization provides valuable professional development opportunities and is a unique forum for administrators in the state to meet together and share ideas. Individual faculty members have presented workshops to teachers in other districts and to organizations such as the New Jersey Association for Curriculum Development. We are also investigating inviting teachers from other districts to attend workshops that we provide during professional development time. Several of our teachers have attended the Schools Attuned training and this also provides a forum to share with teachers from other districts.

An additional forum for sharing our programs is our high school web site. This site contains information about curriculum, special projects, and programs of interest. We would be happy to place our application on our web site to make it available to other schools. From time-to-time we have visitors from other schools in the state who come to HMHS to talk with our faculty about our programs and curriculum. Last year we had several teachers and students from a school in Soest, Germany spend a week with us as part of an exchange program. This year we have teachers from Armenia visiting in the spring. Every summer we have students and teachers travel internationally as part of People to People as well as students and staff who spend time in Central and South America. Over the past few years we have had three teachers participate as members of the Fulbright Teachers Exchange Program. These teachers spend three weeks in Japan and they spend time in Japanese school. The vast majority of our teachers are involved in their professional organizations in the state and we encourage them to attend local and national conferences. All of these contacts with educators in other schools offer a way for us to share what we do well and for us to learn from others.

## **PART V – CURRICULUM AND INSTRUCTION**

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1. Describe in one page the school's curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards. Include art and foreign languages in the descriptions (foreign language instruction as a part of the regular curriculum is an eligibility requirement for middle, junior high, high schools, and elementary schools in grades seven and higher).

Haddonfield Memorial High School offers a rich and challenging curriculum that is based upon high standards aligned with the Core Curriculum Content Standards for the State of New Jersey. The core areas of math and English are highlighted under the Indicators of Academic Success section of the application. All courses begin at the college prep level and then move to accelerated and Advanced Placement levels in math, science, English, social studies, world languages, art, and music. For more than ten years, students have been challenged with various forms of authentic assessments and collaborative learning experiences.

In science, all freshmen are engaged in a laboratory-based physical science course, all sophomores take biology, and all juniors take chemistry. Beyond these three required courses, we have an average of sixty-eight to seventy percent of our seniors enrolled in physics on an annual basis. AP courses are offered in biology, environmental science and physics. Chemistry will be added in the fall of 2004.

Our world languages curriculum engages students in listening, speaking and reading in the languages of Latin, Spanish, French, and German. The majority of our students begin the study of a language in middle school and therefore are able to start their high school immersion in a language at the second level. As a result, many students study two languages during their high school years. AP courses are offered in Spanish, French, and German.

The State of New Jersey requires all students to take world civilizations as well as two years of United States History. Several interesting electives are offered in the social studies department including Vietnam, Holocaust and Genocide, Contemporary Issues, AP US Government and Politics, as well as AP

European History. Students in social studies courses have been highly involved with authentic learning tasks over a number of years.

HMHS offers a strong program of studies in the fine, visual and performing arts. The visual arts curriculum is primarily discipline-based such that lessons are related to art history, art criticism, aesthetics, or studio studies. Students are required to write about and/or discuss their work. Our music curriculum includes courses in band, chamber choir, orchestra, and AP Music Theory. As an outgrowth of the vocal music program, select students are involved in an enormously popular Madrigals singing group, as well as both men's and women's choirs. Additional electives in this area are business courses such as Entrepreneurship, Managing Personal Finances, Sales and Advertising, and Marketing Co-op. We offer Food and Nutrition courses and American International Cuisine, Woodworking, CAD, Robotics and Microcomputers, and C++ Programming Language. These elective courses are varied and meet the needs and interests of our student body.

Ninety-nine percent of all students in our special education program are fully included in the regular education program. Inclusion classes are available in math, science, social studies, and English. All of our special education teachers are involved in co-teaching in the regular education classes and students are supported in study skills classes.

Finally, all of our students follow a four-year program of health and physical education. Each student takes one semester of health each year with topics ranging from wellness, drivers education, and the "baby project" which involves students having a computerized baby for a period of three days and nights. Lifelong fitness activities are integrated into the physical education component and students have the option of using our fitness room and may also elect to take Dance I or II.

2. **(Secondary Schools)** Describe in one-half page the school's English language curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.

In fulfilling the school's mission to develop the unique potential of each student, the English curriculum offers a rigorous, yet individualized program for students in grades nine through twelve. Students may take college preparatory, accelerated or Advanced Placement levels of English. At each level, instruction focuses on a reading, writing, speaking, and listening curriculum. This curriculum is spiraled to challenge students with increasing levels of knowledge and skills in research, vocabulary, grammar, creative and analytical writing. Literary forms studied include poetry, drama, short stories and essays. The literature sequence moves from world literature in ninth, to American literature in tenth, to British literature in eleventh, and again to world literature in twelfth grade. An Advanced Placement course is offered to senior students. In addition to the core subjects, students have the option of electing to study Acting and Public Speaking, Film as Art, or Composing Poetry.

Interdisciplinary projects such as the ninth grade humanities essays, authentic assessments, the Senior Project, technology integrated into instruction, and an emphasis on critical thinking, creative problem-solving, and the writing process in every grade are significant aspects of the curriculum. These strengths have enabled students to achieve great success as indicated by a 99.5% passing rate on the HSPA, outstanding SAT and ERB scores, a remarkably high percentage of graduates entering four-year colleges, and exceptional performance in state-wide contests such as Teen-Arts. When graduated students return to the high school, they frequently cite the fact that the writing component of the English curriculum has provided them with a solid footing for beginning their college studies.

Students who read below grade level receive remediation through Basic Skills classes and the Read 180 program, in which teachers help students to make significant progress by differentiating instruction to meet their individual needs. Of the original thirteen students in the program in September 2003, four students have already tested out of the class and three are currently reading on grade level.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

At HMHS, we are committed to encouraging students to consider their math curriculum as a continuing endeavor, both here and in their future education. While the NJ state requirement is for 3 years of math, with a minimum exit level of Algebra I, Geometry, and Algebra II, over 93% of our students enroll for 4 years of math, with 85% of the senior class taking Trigonometry and Intro to Precalculus, Precalculus, or Calculus.

In order to fulfill the Haddonfield Public Schools' (HPS) Mission to "develop the unique potential of each individual by creating a challenging and diverse learning climate..." we offer 3 levels of math, and multiple paths within those. Students choose among regular, advanced, and accelerated courses to meet their current and future needs based on interest, competence, and confidence. After making such choices, when/if their needs, abilities, and goals change, students have the flexibility to elect multiple courses in a given academic year, or use summer study to advance their program or change levels completely.

At the highest level, in addition to AP Statistics, we offer 3 levels of Calculus, from Applied to AP Calculus-BC. These enroll 95 of our 191 seniors, with 49 of those electing the AP level. Each year, between 25 and 30% of the graduating class has taken one or two Advanced Placement courses in math. Students in need of assistance are supported by an adaptable BSIP Math. This course is offered in addition to their current math course, rather than in lieu of it. All courses in the math curriculum are designed and taught with the use of the graphing calculator as an integrated tool for both the teacher and students, so that problem solving and the view of topics under investigation are enhanced and expanded by this technology.

The aforementioned flexibility of course selection, availability of advanced courses, support structure, and integration of technology fulfill the math department's dedication to complete the Haddonfield Public School's Mission to "promote the development of the whole student and prepare its students with the knowledge and skills to meet life's challenges..."

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

The impact of a superior curriculum is reinforced by the quality of the instructional methods used to implement it. HMHS teachers are knowledgeable about multiple intelligences and different learning styles of students and diversify their teaching strategies to maximize the potential of every student. Although teachers may use traditional lecturing, and small and large group discussions, which are part of their repertoire, they employ other creative ways to help students become life-long learners. In fishbowl discussions and Socratic Seminars students practice analyzing literature with specific support for their arguments. Such substantive discussions help students to build confidence to express their ideas. Panel discussions and class presentations offer students opportunities in public speaking. By facilitating cooperative learning groups, teachers help students to hone their academic as well as their social skills. Several teachers co-teach classes, presenting a collaborative model that students can emulate. Technology is integrated into instruction through the use of tools such as the Smart Board and software such as Inspirations and Draft Builder. Teachers routinely use conferences for one-on-one instruction and often organize study groups for students who need extra support.

Students demonstrate their learning through traditional tests, portfolios, as well as individual and class presentations, and authentic assessment tasks. Assessments are varied to be congruent with the diversified delivery of instruction.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

Ongoing, systemic, embedded in teaching professional development is a high priority of the Haddonfield Public Schools. The Board of Education supports and encourages all professional staff to engage in professional development that will directly impact their teaching, student learning and achievement. For the past two years, the district has had a relationship with the University of Pennsylvania and teachers in English, social studies, math, science, and health have been engaged in activities that they can implement in the classroom to improve student writing across all of these curriculum areas.

Yearly professional development is designed by a group of teachers and administrators who work together to develop workshops that meet the need of teachers. The district supports a four-day program of professional learning in February. This year teachers are able to select from a menu of offerings such as Geometer Sketch Pad, Using Smartboard in the Classroom, Curriculum Mapping, Webquests in the Classroom, Co-teaching, Biotechnology Teacher Training, and Facing History and Ourselves. Emphasis is placed on collaborative learning, developing interpersonal communication within the classroom

During the course of the school year and during the summer, teachers attend professional conferences in their area of teaching in order to learn about the latest methods and discoveries that they can share with their students and with each other. The district supports this professional development in the operating budget. Technology courses are offered all year to assist teachers in implementing technology into the curriculum. Summer study abroad programs take place in France, Germany, Italy, and South American countries.

In addition to traditional methods of teacher observation intended to improve teaching and learning, our tenured teachers have the opportunity to engage in collegial observation. Study groups abound in the district around topics of interest to a group of teachers. We have been doing work with Charlotte Danielson and her model of *Enhancing Professional Practice*. With all of the knowledge gained through these various avenues, teachers can better meet student's needs through exemplary instructional strategies, curriculum design and classroom management that enables every student to maximize their individual potential.

## **PART VII - ASSESSMENT RESULTS**

### **STATE CRITERION-REFERENCED TESTS**

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 11

Test: High School Proficiency Test – 1998 – 1999, 2000 to 2001 – Language Arts  
High School Proficiency Assessment 2001- 2002, 2002 – 2003 - Language Arts Literacy

Edition/publication year: Annual Publisher: New Jersey Department of Education

Number of students in the grade in which the test was administered: See Below

Number of students who took the test: See Below

What groups were excluded from testing? Why, and how were they assessed? No student was excluded from testing in any of the reporting years.

Number excluded: 0 Percent excluded: 0%

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

For the first three years reported during the assessment period outlined, the state assessment was the High School Proficiency Test (HSPT). This measured students strictly on a pass/fail basis. Possible scores ranged from 100 to 500 with a 300 set as the “proficient” cut off score. Students were required to achieve a level of “proficient” in reading, writing, and mathematics in order to be eligible to graduate from high school. The test was first administered in October of junior year and then again in April of junior year and October of senior year (for those who were unable to achieve at the level of proficiency on any or all of the assessed subject areas). A Special Review Assessment (SRA) was necessary to implement for any student who was not able to meet the requirement in any or all of the three subject area tests after all three attempts.

This state assessment was renamed the High School Proficiency Assessment (HSPA) in April of 2002. This assessment revised the number of subject areas assessed to two (language arts literacy and mathematics) while increasing the number of proficiency levels to three. Possible scores now range from 100 to 300 with 200 being the minimum for a “proficient” rating and 250 for an “advanced proficient” rating. A score below 200 would be classified as “partially proficient” and any student falling into this category would be required to take the assessment again in the spring. These changes were made in order to align consistently with the previously phased in state assessments at the elementary (ESPA) and middle (GEPA) levels as well as the Core Curriculum Content Standards. The advantage of these additional proficiency levels, especially at the lower grades, is to be able to identify at-risk students in order to accommodate instruction and provide the necessary assistance to help these students improve and achieve the necessary proficiency.

## STATE CRITERION-REFERENCED TESTS

Data Display Table for **Language Arts**

**\*HSPA Language Arts Literacy – 2001-2002, 2002-2003**

**\*\*HSPT Language Arts – 1998-1999, 2000-2001**

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	4/03*	4/02*	10/00**	10/99**	10/98**
<b>SCHOOL SCORES</b>					
% At or Above Basic	0%	1.4%	N/A	N/A	N/A
% At or Above Proficient	59%	66.1%	100%	99.4%	100%
% At Advanced	40.5%	32%	N/A	N/A	N/A
Number of students tested	187	167	155	162	155
Percent of total students tested	99.5%	99.5%	100%	100%	100%
Number of students excluded	1	1	0	0	0
Percent of students excluded	.5%	.5%	0%	0%	0%
<b>SUBGROUP SCORES</b>					
1. ___ Special Education (specify subgroup)					
% At or Above Basic	15.7%	20%	N/A	N/A	N/A
% At or Above Proficient	80%	80%	100%	100%	61.6%
% At Advanced	4.3%	0%	N/A	N/A	N/A
Number of students tested	20	15	7	12	13
<b>STATE SCORES</b>					
% At or Above Basic	19.8%	17.4%	N/A	N/A	N/A
State Mean Score					
% At or Above Proficient	65.1%	72.6%	89.9%	90.2%	89.4%
State Mean Score					
% At Advanced	15.1%	10%	N/A	N/A	N/A
State Mean Score			369.7	371.9	372.3

## STATE CRITERION-REFERENCED TESTS

Grade 11

Test: \* High School Proficiency Test – 1998 – 1999, 2000 to 2001 - Mathematics

\*\* High School Proficiency Assessment 2001- 2002, 2002 – 2003 - Mathematics

Edition/publication year: Annual

Publisher: New Jersey Department of Education

Number of students in the grade in which the test was administered

See Below

Number of students who took the test

See Below

What groups were excluded from testing? Why, and how were they assessed? No student was excluded from testing in any of the reporting years.

Number excluded 0 Percent excluded 0%

•Please refer to the explanation for basic, proficient and advanced on page 13

## STATE CRITERION-REFERENCED TESTS

Data Display for **Mathematics**

**\*HSPA Mathematics 2001-2002, 2002-2003**

**\*\*HSPT Mathematics 1998-1999, 2000-2001**

	2002- 2003	2001- 2002	2000- 2001	1999- 2000	1998- 1999
Testing month	4/03*	4/02*	10/00**	10/99**	10/98**
<b>SCHOOL SCORES</b>					
% At or Above Basic	1%	2.4%	N/A	N/A	N/A
% At or Above Proficient	46%	54.6%	100%	100%	100%
% At Advanced	53%	43%	N/A	N/A	N/A
Number of students tested	187	167	155	162	155
Percent of total students tested	99.5%	99.5%	100%	100%	100%
Number of students excluded	1	1	0	0	0
Percent of students excluded	.5%	.5%	0%	0%	0%
<b>SUBGROUP SCORES</b>					
1. Special Education (specify subgroup)					
% At or Above Basic	30%	40%	N/A	N/A	N/A
% At or Above Proficient	60%	53.3%	100%	100%	84.6%
% At Advanced	10%	6.7%	N/A	N/A	N/A
Number of students tested	20	15	7	12	13
<b>STATE SCORES</b>					
% At or Above Basic	34.2%	22.2%	N/A	N/A	N/A
State Mean Score					
% At or Above Proficient	46.3%	54.6%	91.4%	92.3%	92%
State Mean Score					
% At Advanced	19%	23.2%	N/A	N/A	N/A
State Mean Score	N/A	N/A	396.6	395	392.3

## FORMAT FOR STATE CRITERION-REFERENCED TESTS

Grade 11

Test: High School Proficiency Test – 1998 – 1999, 2000 to 2001 - Writing

High School Proficiency Assessment 2001- 2002, 2002 – 2003 – No longer administered as a separate test.

Edition/publication year: Annual

Publisher: New Jersey Department of Education

Number of students in the grade in which the test was administered: See Below

Number of students who took the test: See Below

What groups were excluded from testing? Why, and how were they assessed? No student was excluded from testing in any of the reporting years.

Number excluded: 0 Percent excluded: 0%

- Please refer to the explanation for basic, proficient and advanced on page 13

## SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for **Writing**  
**High School Proficiency Test**

	2002- 2003	2001- 2002	2000- 2001	1999- 2000	1998- 1999
Testing month			10/00	10/99	10/98
<b>SCHOOL SCORES</b>					
% At or Above Basic			N/A	N/A	N/A
% At or Above Proficient			100%	99.4%	97.8%
% At Advanced			N/A	N/A	N/A
Number of students tested			155	162	155
Percent of total students tested			100%	100%	100%
Number of students excluded			0	0	0
Percent of students excluded			0%	0%	0%
<b>SUBGROUP SCORES</b>					
1. <u>Special Education (specify subgroup)</u>					
% At or Above Basic			N/A	N/A	N/A
% At or Above Proficient			100%	100%	53.8%
% At Advanced			N/A	N/A	N/A
Number of students tested			7	12	13
<b>STATE SCORES</b>					
% At or Above Basic			N/A	N/A	N/A
State Mean Score					
% At or Above Proficient			94.1%	91.9%	93.1%
State Mean Score					
% At Advanced			N/A	N/A	N/A
State Mean Score			371.8	352.3	367.8

**SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**

Grade: 11

Test: Scholastic Aptitude Test- SAT

Edition/publication year: Annual

Publisher: The College Board

Number of students in the grade in which the test was administered: See Below

Number of students who took the test: See Below

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs \_\_\_\_ Scaled scores \_\_\_\_ Percentiles X

	2002- 2003	2001- 2002	2000- 2001	1999- 2000	1998- 1999
Testing month	Varied	Varied	Varied	Varied	Varied
<b>SCHOOL SCORES</b>					
Total Score	1149	1174	1175	1159	1138
Number of students tested	176	174	167	143	156
Percent of total students tested	99%	99.4%	98%	99%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
<b>SUBGROUP SCORES</b>					
1. _____ Male _____ (specify subgroup)	1137	1198	1197	1164	1120
Number of students tested	83	87	94	73	75
2. _____ Female _____ (specify subgroup)	1158	1149	1146	1154	1155
Number of students tested	93	87	73	70	81

\*All represent recentered scores

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002- 2003	2001- 2002	2000- 2001	1999- 2000	1998- 1999
<b>NATIONAL MEAN SCORE</b>	1026	1020	1020	1020	1016

Grade: 10

Test: Preliminary Scholastic Aptitude Test – PSAT

Edition/publication year: Annual

Publisher: The College Board

Number of students in the grade in which the test was administered: See Below

Number of students who took the test: See Below

What groups were excluded from testing? Why, and how were they assessed? None

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Scores are reported here as (check one): NCEs \_\_\_\_ Scaled scores \_\_\_\_ Percentiles X

	2002- 2003	2001- 2002	2000- 2001	1999- 2000	1998- 1999
Testing month	October	October	October	October	October
<b>SCHOOL SCORES</b>					
Total Score	55	56	51	56.4	54.5
Number of students tested	127	144	131	140	121
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
<b>SUBGROUP SCORES</b>					
1. _____ Male _____ (specify subgroup)	54%	55.7	50.4	57.4	54
Number of students tested					
2. _____ Female _____ (specify subgroup)	56.9%	56.6	51.7	55.4	54.9

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002- 2003	2001- 2002	2000- 2001	1999- 2000	1998- 1999
<b>NATIONAL MEAN SCORE</b>	48.7	48.9	48.8	48.9	49